

**Title of Instructional Materials:** Holt, McDougal, Larson Algebra 2

**Grade Level:** Algebra II

Summary of Holt, McDougal, Larson Algebra 2

<p><b>Overall Rating:</b> <input type="checkbox"/> Weak (1-2)</p> <p><input type="checkbox"/> Moderate (2-3)</p> <p><input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Well developed and covered most standards effectively and thoroughly</p>	<p><b>Important Mathematical Ideas:</b> <input type="checkbox"/> Weak (1-2)</p> <p><input type="checkbox"/> Moderate (2-3)</p> <p><input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Good use of applications and investigations throughout the text.</p>
<p><b>Skills and Procedures:</b> <input type="checkbox"/> Weak (1-2)</p> <p><input type="checkbox"/> Moderate (2-3)</p> <p><input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Variety of skill levels including synthesisizing and analyzing.</p>	<p><b>Mathematical Relationships:</b> <input type="checkbox"/> Weak (1-2)</p> <p><input type="checkbox"/> Moderate (2-3)</p> <p><input checked="" type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Tied the content to other fields of study and connected to prior knowledge.</p>

<p><b>1. Make sense of problems and persevere in solving them.</b></p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 158-537</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
<p><b>Summary / Justification / Evidence:</b> Good array of visuals, tables, charts. They provide opportunities to engage in other approaches through problem solving strategies and error analysis</p>	<p><b>Overall Rating:</b>                      <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>

**2. Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**

p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):****Summary / Justification / Evidence:**

The text asked very good questions of the students. It had dedicated problem solving sets that required students to reason abstractly and quantitatively. Many practical uses of the mathematics.

**Overall Rating:**☐1☐2☐3☒4

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**  
p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

"What if" problems and extended response problems require these skills along with error analysis to combine skills and critical thinking

**Overall Rating:**

☐1   ☐2   ☐3   ☒4

#### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**  
p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

The text uses tech and real-world problems along with "multiple representations" problems that integrate and develop these skills

**Overall Rating:**

☐1   ☐2   ☐3   ☒4

**5. Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**  
p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

A strong technology piece is integrated into example and practice problems. There are also "Graphing Calculator Activities: throughout the text. Using spreadsheets also in the "Exploring Recursive Rules" lab and using alternative methods are included.

**Overall Rating:**

☐ 1   ☐ 2   ☐ 3   ☒ 4

<b>6. Attend to precision.</b> Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.	
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 158-537	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>
<b>Summary / Justification / Evidence:</b> Good use of vocabulary review. The text has many "writing" and "extended response" problems that require students to communicate precisely with others. They are also reminded through explicit examples. They also represent graphing with precision in a well developed manner.	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



**7. Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well-remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**  
p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

Through multi-step problems and "investigating algebra activities" students explore mathematical concepts looking for patterns and draw conclusions before specific lessons are taught. Great example of this on page 358 #60

**Overall Rating:**

☐ 1   ☐ 2   ☐ 3   ☒ 4

**8. Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

**Indicate the chapter(s), section(s), and/or page(s) reviewed:**  
p. 158-537

**Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):**

**Summary / Justification / Evidence:**

There are many "for your notebook" pieces along with many error analysis problems. Also hints on the sides of the pages reminding students to look for regularities. Page 419 #65 extended response question.

**Overall Rating:**

☐ 1   ☐ 2   ☐ 3   ☒ 4

<b>Domain:</b> <i>The Complex Number System</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>N.CN.1</b>  Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	Important Mathematical Ideas: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4  Skills and Procedures: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4  Mathematical Relationships: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p.275-276	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>The Complex Number System</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>N.CN.2</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 275-281, 291,320-323, 335	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>The Complex Number System</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>N.CN.7</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 275, 279, 291, 323, 327	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>The Complex Number System</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>N.CN.8(+)</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 380-384	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>The Complex Number System</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>N.CN.9(+)</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 379-386, 405, 407	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Seeing Structure in Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.SSE.1a</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 10-13, 36, 66	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



<b>Domain:</b> <i>Seeing Structure in Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.SSE.1b</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 254, 261-262, 347	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Seeing Structure in Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.SSE.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 12-14, 16, 24, 62, 65	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Seeing Structure in Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.SSE.4</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 812-820	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.1</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> closure covered in the supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 346-352, CC7-CC8	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 363-367	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.3</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 353-359 + sections 5.4-5.8	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.4</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input checked="" type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 347-359, sections 5.3-5.4	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.5(+)</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 693-697, section 10.2	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4



<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.6</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> section 5.5, CC5 and CC6	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Arithmetic with Polynomials and Rational Expressions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.APR.7(+)</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> sect. 8.4, CC7-CC8	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Creating Equations</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.CED.1</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> ch.1 + sect. 4.5, p. 269	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Creating Equations</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.CED.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> embedded throughout the book
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> ch. 2-7	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Creating Equations</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.CED.3</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> good geometry relations
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> sect. 2.4, 3.2, 3.3	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Creating Equations</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.CED.4</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> couldn't find a formula with roots
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> sect. 1.4	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Reasoning with Equations and Inequalities</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.REI.2</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 452-465, 589-602	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Reasoning with Equations and Inequalities</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>A.REI.11</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 272-273, 360-361, 382-383, 455, 523-527, 931-939	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.4</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> ch. 2,4,5,14	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.5</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> embedded throughout the text
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> ch.2, 4-8	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.6</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:               <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:       <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p.85-88, 115-119, 143-148	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.7b</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 75-78, 89-97, 121-131, 236-251, 446-451	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.7c</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 336-345, 389-392, 558-571	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.7e</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 908-922, 478-504	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.8a</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> sect. 4.2, 4.7	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.8b</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> 478-489	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



<b>Domain:</b> <i>Interpreting Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.IF.9</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> all found in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC9-CC16	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Building Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.BF.1b</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> ch. 6	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Building Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.BF.3</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p.121-129, 139, 236-249, 448, 479, 487, 503, 650-657, 672	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Building Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.BF.4a</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1    <input type="checkbox"/>2    <input checked="" type="checkbox"/>3    <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> missing inverses with rational and radical functions
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Ch.6, 7, 12	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Linear, Quadratic, and Exponential Models</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.LE.4</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> Ch. 7	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Trigonometric Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.TF.1</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 860-865	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Trigonometric Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.TF.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 859-872	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Trigonometric Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.TF.5</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 910-972	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



<b>Domain:</b> <i>Trigonometric Functions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>F.TF.8</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> p. 924-929	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Interpreting Categorical and Quantitative Data</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.ID.4</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input checked="" type="checkbox"/>3   <input type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> covered mostly in supplement. Missing spreadsheets
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC31, CC33 and section 11.3	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.1</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> mostly in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC34-CC35, p. 770-771	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.2</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> mostly in student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC28-CC29. p. 714	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.3</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> some in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC36-CC41, p. 766-769	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.4</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> some in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC34-CC35, p. 768-771	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.5</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC42-CC43	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Making Inferences and Justifying Conclusions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.IC.6</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> mostly in student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC36-CC41, p.771	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4



<b>Domain:</b> <i>Using Probability to Make Decisions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.MD.6(+)</b>	<p>Important Mathematical Ideas:    <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b> some in the student supplement
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC25-CC26, p.766-767	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

<b>Domain:</b> <i>Using Probability to Make Decisions</i>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>Standard:</b>  <b>S.MD.7(+)</b>	<p>Important Mathematical Ideas:     <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Skills and Procedures:                <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p> <p>Mathematical Relationships:        <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input checked="" type="checkbox"/>4</p>
<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>	<b>Summary / Justification / Evidence:</b>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed:</b> CC25-CC26. p. 723	<b>Overall Rating:</b> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Holt McDougal Larson Algebra 2

## Documenting Alignment to the Standards for Mathematical Practice

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

\* each mixed review section has steps to solve the problem  
doesn't ask students to determine if their answer makes sense.  
\* p.158: #39 - Use the graph to make a prediction.  
d) Is your prediction reasonable? Explain

Indicate the chapter(s), section(s), or page(s) reviewed.

p.464 - mixed Review of problem solving

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

p.436:  $1 = 1, 2 - 7$

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#40 p 158: write & graph an equation.

#44 p 184: write a SOE to represent the situation  
@ solve

c) How would a change of the data change?

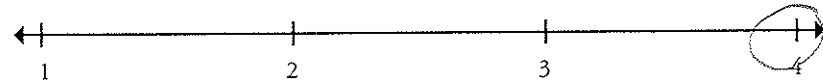
Indicate the chapter(s), section(s), or page(s) reviewed.

p 158, 184

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Mixed Review Sec p 274 #5 b) Explain the meaning of their answer

p 316 #7<sup>c)</sup> Describe 3 methods to find the max height

#8) Explain why you must reject one solution

Indicate the chapter(s), section(s), or page(s) reviewed.

p 274 (Review 4.1-4.5)

p 316 (review 4.6-4.6)

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

p316: #2, c) solve algebraically & graphically

ps25 #1-8 solve using a table & graph

ps37 #1) a-d predict total expenditure

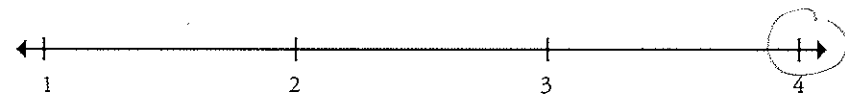
Indicate the chapter(s), section(s), or page(s) reviewed.

p316

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

p 460  
using a G.C. to solve a problem another way. - solved by graphing  
compare to p 453 #2 - solved algebraically

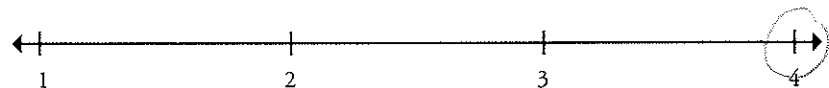
Indicate the chapter(s), section(s), or page(s) reviewed.

p 460 - 461

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

p 603 : vocabulary review

p 139: #6 9-d draw a scatter plot given a set of data

Indicate the chapter(s), section(s), or page(s) reviewed.

p 603, 139

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating





Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

Larson

## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

p 354-355 - Factoring sum + dif of cubes  
- Factor by grouping  
- Factor difference of sq

p 358: #60 multi-step problem with volume

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

*Larson*

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

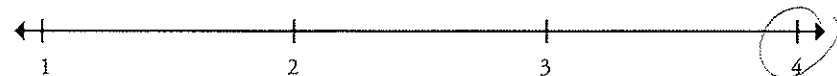
*p 419: # 65: Find the edge length for each polyhedron.*

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

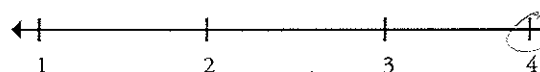
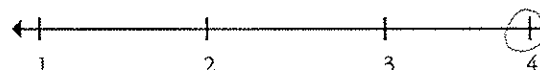
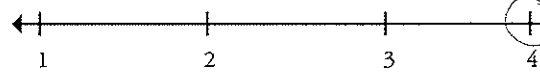

Summary/Justification/Evidence

Overall Rating



: Larson

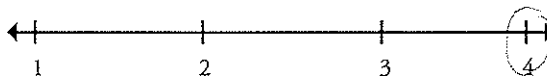

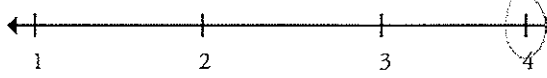

## The Complex Number System (N-CN)

<p><b>Perform arithmetic operations with complex numbers.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>N-CN.1</b></p> <p>Know there is a complex number <math>i</math> such that <math>i^2 = -1</math>, and every complex number has the form <math>a + bi</math> with <math>a</math> and <math>b</math> real.</p>	<p>Important Mathematical Ideas </p> <p>Does not explain that some quadratic functions lie above or below the x-axis &amp; if, no integer solutions &amp; no solutions</p> <p>Skills and Procedures </p> <p>No synthesis problems. Doesn't require you to think about what you learned.</p> <p>Mathematical Relationships </p> <p>Problem solving section p281: Circuits #65-67, 75 Julia sets #76</p> <p><b>Summary / Justification / Evidence</b></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>Chp 4.6 p 275-276, 281-282</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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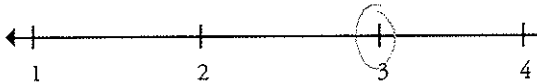
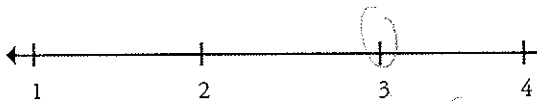
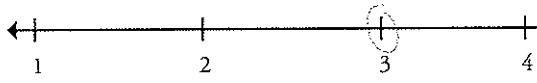

## The Complex Number System ( $\mathbb{N}-\mathbb{CN}$ )

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-CN.2</b></p> <p>Use the relation <math>i^2 = -1</math> and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>Note: <math>i^2</math> as highest power of <math>i</math>.</p>       <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Sec 4.6 p 276-281, 291, 320-321 327, 329, 1013 } review problems</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  many routine practice problems</p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence p 275 why? "so you can solve problems involving fractions."</p>
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

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Larson

### The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-CN.7</b></p> <p>Solve quadratic equations with real coefficients that have complex solutions.</p> <p>Note: Polynomials with real coefficients.</p>      <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 275 , 279, 291, 323, 327, 1013</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  just straight forward quadratic problems;</p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence Connection to parabolas</p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>   <p>Overall Rating </p>

Title of Instructional Materials: Larson

### The Complex Number System (N-CN)

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Larson

### The Complex Number System (N-CN)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

### Important Mathematical Ideas

A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The tick mark for 4 is circled.

## Skills and Procedures

### Summary / Justification / Evidence

Indicate the chapter(s), section(s), and/or page(s) reviewed.




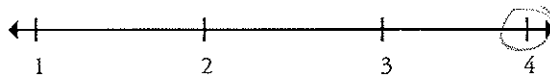
Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

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: Larson

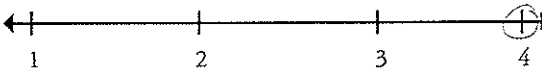
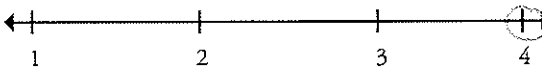

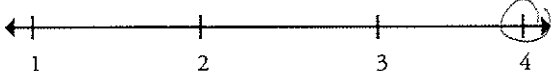
## Seeing Structure in Expressions (A-SSE)

<b>Interpret the structure of expressions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>A-SSE.1a</b> 1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients.  <i>Note: Polynomial and rational.</i>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b>   <i>Embedded throughout</i></p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b>  <i>Used in all concepts of this Alg 2 course</i></p>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b>  <i>Chp 1, 2                  p 10 - 13, 36, 66,</i>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>  
	<b>Overall Rating</b> 




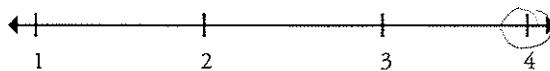
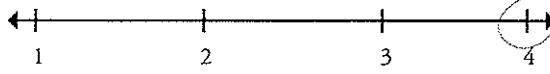
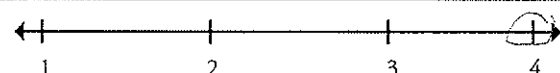
Title of Instructional Materials: Larson

## Seeing Structure in Expressions (A-SSE)

<b>Interpret the structure of expressions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>A-SSE.1b</b> 1. Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret <math>P(1+r)^n</math> as the product of P and a factor not depending on P.</i>  <i>Note: Polynomial and rational.</i>	<p><b>Important Mathematical Ideas</b></p>  <i>Integrated in the problem solving sections</i> <p><b>Skills and Procedures</b></p>  <p><b>Mathematical Relationships</b></p>  <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <div style="font-family: cursive; font-size: 1.2em;">Chp 4                  p 254, 261-2, 347</div>	<p><b>Overall Rating</b></p> 

: Larson

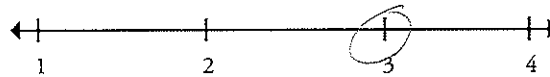
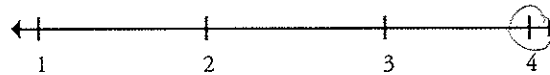
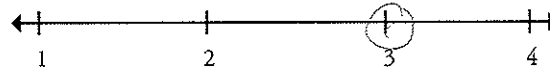
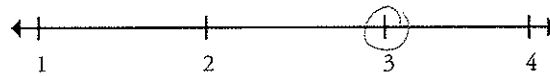
## Seeing Structure in Expressions (A-SSE)

<b>Interpret the structure of expressions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>A-SSE.2</b> Use the structure of an expression to identify ways to rewrite it. <i>For example, see <math>x^4 - y^4</math> as <math>(x^2)^2 - (y^2)^2</math>, thus recognizing it as a difference of squares that can be factored as <math>(x^2 - y^2)(x^2 + y^2)</math>.</i>  Note: Polynomial and rational.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence  <i>Embedded throughout.</i></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <i>p 12-14, 16, 24, 62, 65</i> <i>252-3, 255-6, 259-60</i> <i>263-5</i>  <i>Ch 1, 2, 4, 5</i>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>  
	<b>Overall Rating</b> 

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Larson

## Seeing Structure in Expressions (A-SSE)

<p>Write expressions in equivalent forms to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>A-SSE.4</b></p> <p>Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>many skill practice problems + real-world problems</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p 812-3, 815-8, 820      839-48</i></p> <p><i>review</i></p> <p><i>Sec 12.4</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>The formula is developed but not within the context of real-world problems.</i></p> <p>Overall Rating </p>

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## Arithmetic with Polynomials and Rational Expressions (A-APR)

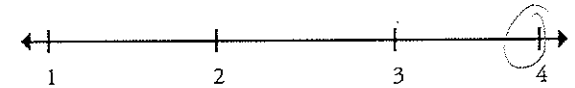
A-APR.1

Note: Beyond quadratic.

Chp 5.3 p 346-352, 366-9, 443, 467  
review

CC7-CC8 - closure concept

### Important Mathematical Ideas



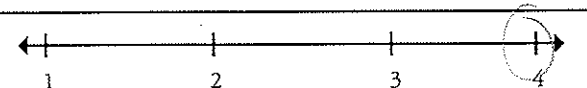
shown through examples how to simplify

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A horizontal number line with arrows at both ends. It has four tick marks labeled 1, 2, 3, and 4 from left to right. The tick mark for 4 is circled.

Very few mathematical concepts.

Overall Rating

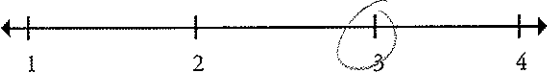

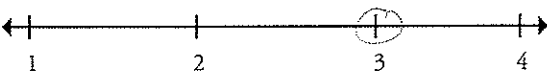
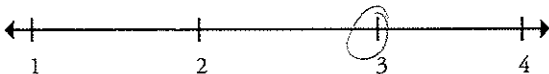


Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson





## ALGEBRA II — ALGEBRA (A)

### Arithmetic with Polynomials and Rational Expressions (A-APR)

<p>Understand the relationship between zeros and factors of polynomials.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>A-APR.2</b></p> <p>Know and apply the Remainder Theorem: For a polynomial <math>p(x)</math> and a number <math>a</math>, the remainder on division by <math>x - a</math> is <math>p(a)</math>, so <math>p(a) = 0</math> if and only if <math>(x - a)</math> is a factor of <math>p(x)</math>.</p> <p><i>(slightly different from the book)</i></p> <p><i>Rem Thm: If a polynomial <math>P(x)</math> is divided by <math>x - k</math>, then the remainder is <math>P(k)</math>.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Sec 5.5 p 363-67, 371-75</i>  <i>5.6</i>  <i>Finding zeros</i></p>	<p>Important Mathematical Ideas </p> <p><i>Not emerged through an interesting problem</i></p> <p>Skills and Procedures </p> <p><i>connected to prisms</i></p> <p>Mathematical Relationships </p> <p><i>problem solving relationship</i></p> <p>Summary / Justification / Evidence</p> <p><i>used to show how to factor</i></p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>No ex to visually show the 5's what the Remainder Thm is. only relies on what the remainder is 0.</i></p> <p>Overall Rating </p>

Title of Instructional Materials: Larson

## Arithmetic with Polynomials and Rational Expressions (A-APR)





<p><b>Understand the relationship between zeros and factors of polynomials.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-APR.3</b></p> <p>Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>p 387: ex clearly explains how to graph a polynomial function by hand</p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p 353-9</p> <p>Sec 5.4-5.8</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson



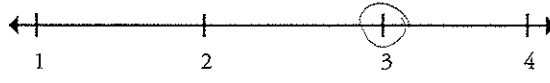
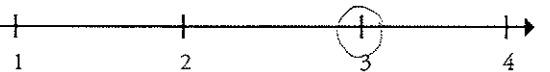
## ALGEBRA II — ALGEBRA (A)

### Arithmetic with Polynomials and Rational Expressions (A-APR)

<p>Use polynomial identities to solve problems.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>A-APR.4</b></p> <p>Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity <math>(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2</math> can be used to generate Pythagorean triples.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><u>p 347 - 359</u></p> <p><u>Sec 5.3 - 5.4</u></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><u>Students are just given the formulas, sum or difference of cubes, etc. None are derived using parabolas Δ.</u></p> <p>Overall Rating </p>

Larson

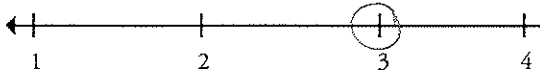
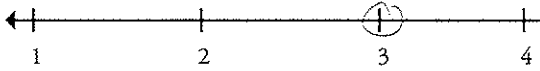
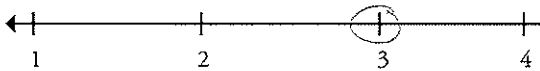
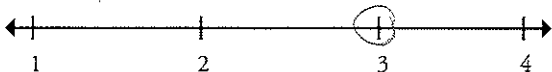
## Arithmetic with Polynomials and Rational Expressions (A-APR)

<p><b>Use polynomial identities to solve problems.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-APR.5</b></p> <p>(+) Know and apply the Binomial Theorem for the expansion of <math>(x + y)^n</math> in powers of <math>x</math> and <math>y</math> for a positive integer <math>n</math>, where <math>x</math> and <math>y</math> are any numbers, with coefficients determined for example by Pascal's Triangle.<sup>1</sup></p> <p><sup>1</sup> The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.</p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p 693-97      Sec 10.2</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p>many practice problems - many simple problems + problem solving section</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>






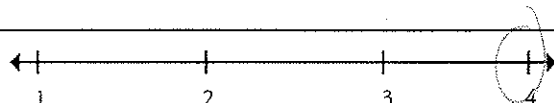
Title of Instructional Materials: Larson

### Arithmetic with Polynomials and Rational Expressions (A-APR)

<b>Rewrite rational expressions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>A-APR.6</b></p> <p>Rewrite simple rational expressions in different forms; write <math>a(x)/b(x)</math> in the form <math>q(x) + r(x)/b(x)</math>, where <math>a(x)</math>, <math>b(x)</math>, <math>q(x)</math>, and <math>r(x)</math> are polynomials with the degree of <math>r(x)</math> less than the degree of <math>b(x)</math>, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>Note: Linear and quadratic denominators. ✓ (G.C.)</p>   <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Sec 5.5 p 362-66</p> <p>CC5-CC6 - shows the division with a graph</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  many practice problems ;</p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p>   <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>   <p><b>Overall Rating</b> </p>

Larson

## Arithmetic with Polynomials and Rational Expressions (A-APR)

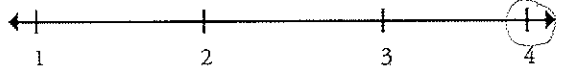
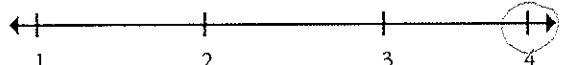
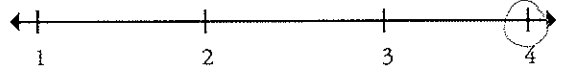
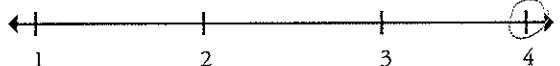
<b>Rewrite rational expressions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>A-APR.7</b>  (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.  Note: Linear and quadratic denominators.	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b>  :</p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b> Good problem solving, all given flow + are connected to other standards</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  sec 8.4 p 573 - 588  CC7-CC8 - closure section; used a simple problem + applied to rational expressions	<b>Overall Rating</b> 

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## ALGEBRA II — ALGEBRA (A)


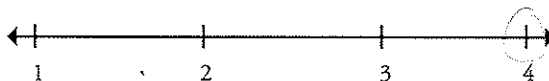
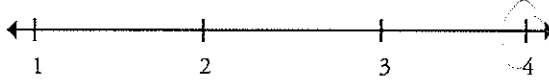
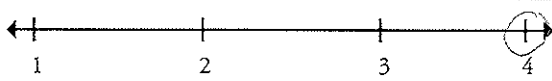
### Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-CED.1</b></p> <p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</i></p> <p>Note: Equations using all available types of expressions, including simple root functions.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Good assortment of problems</i></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Chp 1</i> <i>Sec 4.5</i> <i>p 269-271</i> <i>p 290 - problem solving</i> <i>p 295, 306, 356, 373, 376</i> <i>594-599</i></p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

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Larson

### Creating Equations (A-CED)

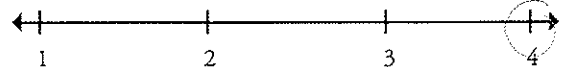
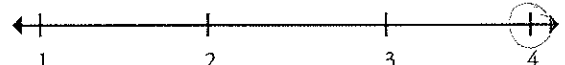
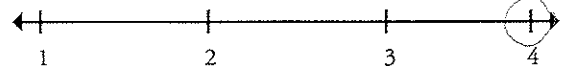

<b>Create equations that describe numbers or relationships.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>A-CED.2</b> Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.* Note: Equations using all available types of expressions, including simple root functions.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>Evidence throughout the book, many ex in each problem solving as:</i> </p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b>  <i>Chp 2, 3, 4, 5, 6, 7</i>	<p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

**ALGEBRA II — ALGEBRA (A)**

**Creating Equations (A-CED)**

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-CED.3</b></p> <p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i></p> <p>Note: Equations using all available types of expressions, including simple root functions.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence  <i>Sts are asked to write eq + constraints            &amp; then solve their equations</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Chp 2.4 p 101-105</i></p> <p><i>3.2 (Systems of Equations) p 162-166</i></p> <p><i>3.3 (Sys of Ineq) Linear programming p 174-176</i></p>	

[illegible]

Wissen

## Creating Equations (A-CED)

A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The segment between 3 and 4 is circled with a dashed line. A bracket is drawn above the line from 3 to 4, with the text "1 unit" written above the bracket.

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Larson

## ALGEBRA II — ALGEBRA (A)

### Reasoning with Equations and Inequalities (A-REI)

**Understand solving equations as a process of reasoning and explain the reasoning.**

**A-REL.2**

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

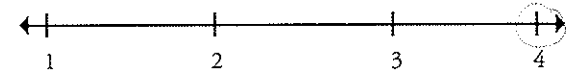
Note: Simple radical and rational.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

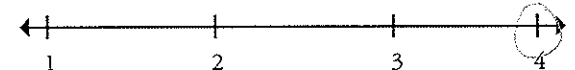
Sec 6.6      p 452-465      (radical eq)  
                    p 589-602      (rational eq)

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

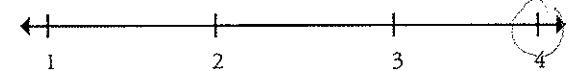
### Important Mathematical Ideas



## Skills and Procedures



### Mathematical Relationships

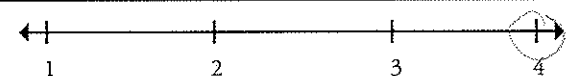


### Summary / Justification / Evidence

p 454: Ex 5 extraneous solutions.  
p 591: Ex 5 " "

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



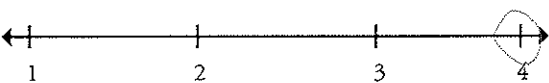
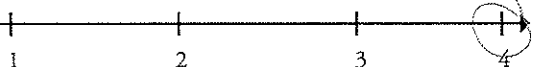


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Title of Instructional Materials: Larson

## ALGEBRA II — ALGEBRA (A)

### Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-REI.11</b></p> <p>Explain why the x-coordinates of the points where the graphs of the equations <math>y = f(x)</math> and <math>y = g(x)</math> intersect are the solutions of the equation <math>f(x) = g(x)</math>; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where <math>f(x)</math> and/or <math>g(x)</math> are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>Note: Combine polynomial, rational, radical, absolute value, and exponential functions.</p> <p><i>Using G.C.</i>  <i>p 272-3 } polynomial</i>  <i>p 360-1 }</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p 382-3 - approximations (polynomial)</i>  <i>p 455 - radical p 460 G.C. to make table</i>  <i>p 523-25 - exponential (G.C.)</i>  <i>p 526-7 - Logarithmic (G.C.)</i>  <i>p 931-9 - Trigonometric</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

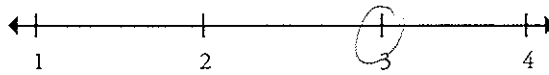

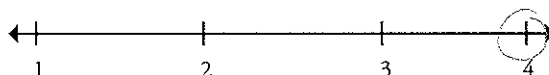
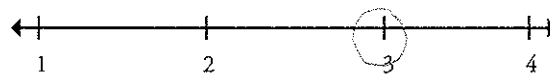


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Title of Instructional Materials: Larson

## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

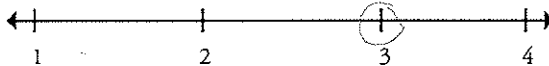
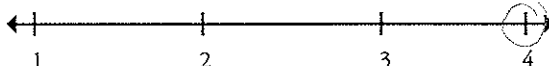
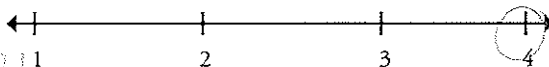
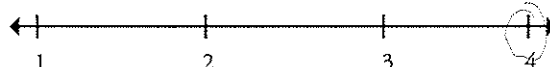
Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.4</b></p> <p>For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p> <p>Note: Include rational, square root and cube root; emphasize selection of appropriate models.</p> <p>linear, absolute value, piecewise, quadratic, polynomial trig</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p>many real world problems extend the concepts</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Ideas are not developed or emerged from real-world examples</p> <p><b>Overall Rating</b> </p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p>p 91, 94-5, 106, 119, 123, 128-131, 239-47, 250-1, 308-14, 336, 387-392; Chp 2, 4, 5, 908-14 14</p>	

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

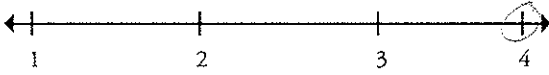
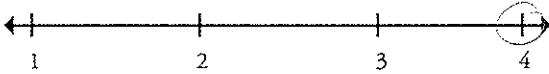
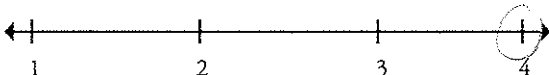
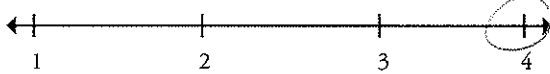
Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.5</b></p> <p>Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>Note: Emphasize selection of appropriate models.</p> <p>linear, quadratic, polynomial, sq root, cube root, exponential functions, log, rational, trig</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Chp 2 p 72-79, 233, 344, 391, 446-51 472-504, p 558-569</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b>  p 487: developed from 7.1<sup>1</sup></p> <p><b>Summary / Justification / Evidence</b> p 76 Ex 6: Determine a reasonable domain</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

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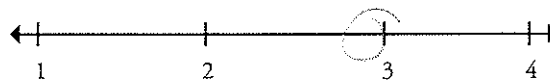
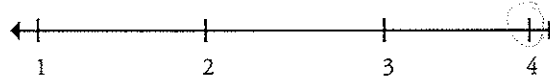

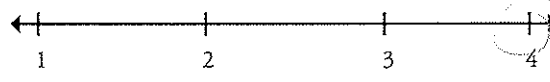
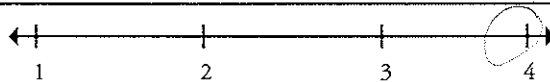
## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.6</b></p> <p>Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*</p> <p>Note: Emphasize selection of appropriate models.</p> <p><i>many real life examples provided</i></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p 85-88, 104, 106, 115-119, 139, 143, 145-8</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><i>p85: developed using rate of change of sequences, mixed review sections provide many good real world problems</i></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Larson

### Interpreting Functions (F-IF)

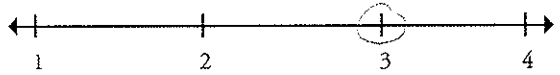
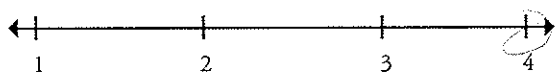
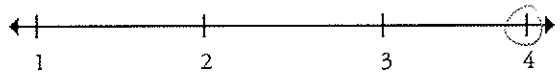
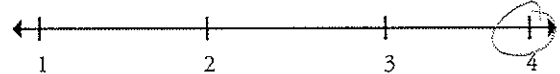
<b>Analyze functions using different representations.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>F-IF.7b</b> 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*  b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. <i>trig ✓</i> <i>Note:</i> Focus on using key features to guide selection of appropriate type of model function.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures   </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>Graphing various functions</i> </p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b> <i>p 78-78, 89-97, linear              piecewise 121-131 Absolute value              quadratic 236-251              Square roots 446-451              Trig</i>	<b>Overall Rating</b> 

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## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)



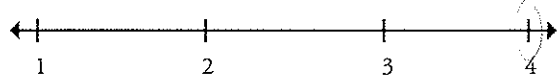
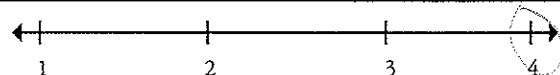
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.7c</b></p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>Note: Focus on using key features to guide selection of appropriate type of model function.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p 336-345 - end behavior / technology</i>  <i>p 389-392 - polynomial</i>  <i>p 558-571 - rational</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
	<p><b>Overall Rating</b> </p>

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## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

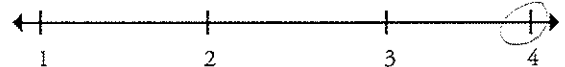
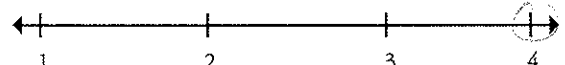
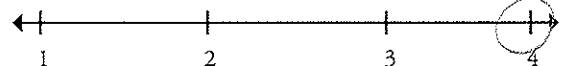
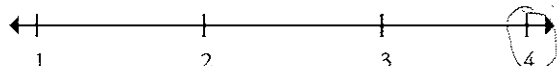
Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.7e</b></p> <p>7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>Note: Focus on using key features to guide selection of appropriate type of model function.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>trig: p 908-922</p> <p>exp + log p 478-504</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
	<p>Overall Rating </p>

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## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.8a</b></p> <p>8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>a. Use the process of factoring and completing the square in a quadratic function to <u>show zeros, extreme values, and symmetry</u> of the graph, and interpret these in terms of a context. <i>p251 Ex 54</i></p> <p>Note: Focus on using key features to guide selection of appropriate type of model function.</p> <p><i>Vertex Form <math>y = a(x-h)^2 + k</math> p 245</i></p> <p><i>Intercept Form <math>y = a(x-p)(x-q)</math></i></p> <p><i>Complete the sq p 284-87</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p245-246 p284-87</i></p> <p><i>sec 4.2, 4.7</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><i>p250: axis of symmetry</i>  <i>p263: Finding zeros using Intercept form</i></p> <p><b>Summary / Justification / Evidence</b></p> <p><i>p245 Ex 1 p246 Ex 3 vertex form</i>  <i>p 286 Find max by using vertex form</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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Larson

## Interpreting Functions (F-IF)

P 478-489

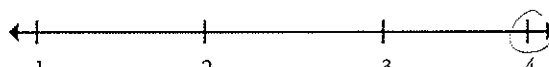

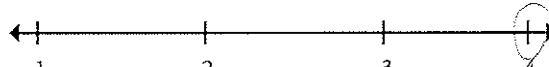
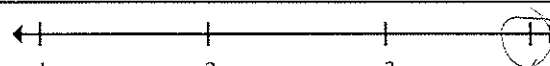


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Title of Instructional Materials: Larson

## ALGEBRA II — FUNCTIONS (F)

### Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-IF.9</b></p> <p>Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</p> <p>Note: Focus on using key features to guide selection of appropriate type of model function.</p>	<p><b>Important Mathematical Ideas</b> </p> <p>uses a verbal description of a cruising airplane</p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p>CC13 # 6-9 Describe what happens as <math>x \rightarrow</math></p> <p>Ex 12 + 13 - compare properties of 2 functions</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>CC9-CC16</p>	

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040

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### Building Functions (F-BF)


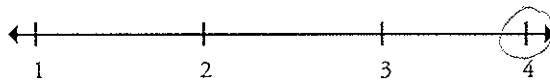
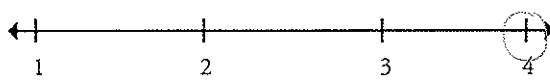
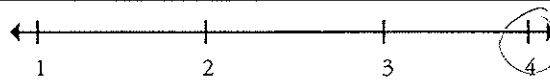
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Title of Instructional Materials: Larson

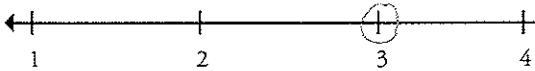
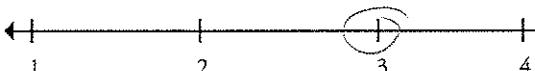
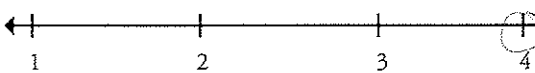

## ALGEBRA II — FUNCTIONS (F)

### Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-BF.3</b></p> <p>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.</p> <p><i>p121 - uses technology - students experiment w/ equations</i></p> <p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p121-129, 139, 236-249</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p><i>p236. ex1</i></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Title of Instructional Materials: Larson

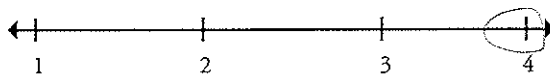
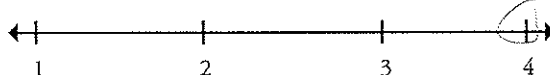
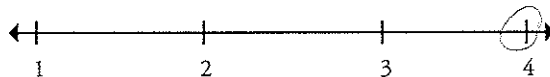
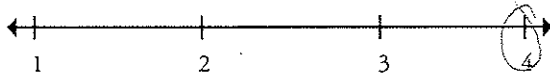
### Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>F-BF.4a</b></p> <p>4. Find inverse functions.</p> <p>a. Solve an equation of the form <math>f(x) = c</math> for a simple function <math>f</math> that has an inverse and write an expression for the inverse. <i>For example,</i> <math>f(x) = 2x^3</math> or <math>f(x) = (x+1)/(x-1)</math> for <math>x \neq 1</math>.</p> <p>Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.</p>  <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 437-445, 453, 458, 474</p> <p>499-502, 506,</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  :</p> <p>Mathematical Relationships  developed through inquiry and activity</p> <p><b>Summary / Justification / Evidence</b></p> <p>p 437- explore inverse, 438 -</p> <p>p 501 - Ex 5.6, inverse of exponential functions</p>
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  rational + radical ; inverse?
	Overall Rating 

Larson

## ALGEBRA II — FUNCTIONS (F)



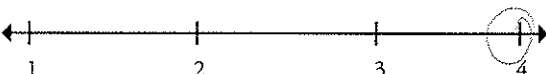
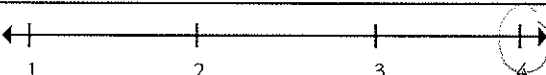
## Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-LE.4</p> <p>For exponential models, express as a logarithm the solution to <math>ab^{ct} = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.*</p> <p>Note: Logarithms as solutions for exponentials.</p>       <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 516 - 543</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>p 530: Ex 2 Find + solve an exponential model</p>
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 

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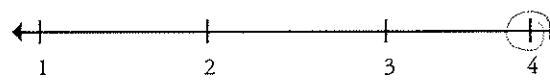

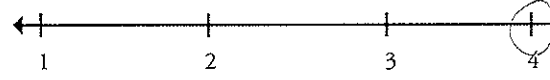
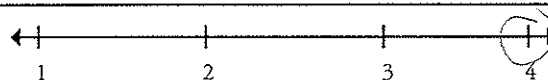
## Trigonometric Functions (F-TF)

<b>Extend the domain of trigonometric functions using the unit circle.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>F-TF.1</b> Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Important Mathematical Ideas  Ex 4 Softball Field problem
	Skills and Procedures 
	Mathematical Relationships 
Indicate the chapter(s), section(s), and/or page(s) reviewed.  pg 860 - 865	Summary / Justification / Evidence pg 860 - Radian Measure of the Unit Circle
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  
	Overall Rating 

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 104

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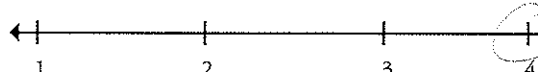
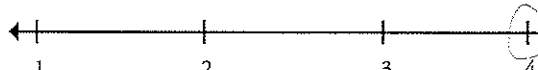


### Trigonometric Functions (F-TF)

<b>Extend the domain of trigonometric functions using the unit circle.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>F-TF.2</b> Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures  :</p> <p>Mathematical Relationships  <i>Mixed review p 873 #7</i></p> <p><b>Summary / Justification / Evidence</b> <i>p 866-70 Trig Functions of any angle ex 2, 4, 6</i></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed. <i>p 859-872, 899 chp 13</i>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>
	Overall Rating 

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### Trigonometric Functions (F-TF)

<b>Model periodic phenomena with trigonometric functions.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>F-TF.5</b> Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and <u>midline</u> . * p 915 <i>p 913: ex 6-23, 29, 30</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence  <i>p 916 ex 2, 3, 4, 5</i> </p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <i>Chp 14: p 910 - 972</i>	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  
	Overall Rating 

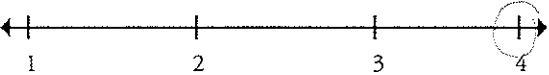

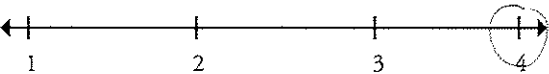



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Title of Instructional Materials:  Larson

# ALGEBRA II — FUNCTIONS (F)

## Trigonometric Functions (F-TF)



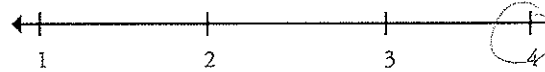
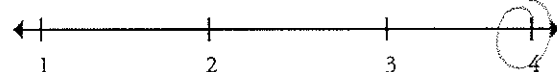
<p>Prove and apply trigonometric identities.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>F-TF.8</b></p> <p>Prove the Pythagorean identity <math>\sin^2(\theta) + \cos^2(\theta) = 1</math> and use it to find <math>\sin(\theta)</math>, <math>\cos(\theta)</math>, or <math>\tan(\theta)</math> given <math>\sin(\theta)</math>, <math>\cos(\theta)</math>, or <math>\tan(\theta)</math> and the quadrant of the angle.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence p 924 - prove <math>\sin^2\theta + \cos^2\theta = 1</math></p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 924-929, 934, 947</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

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## ALGEBRA II — STATISTICS AND PROBABILITY (S)

## Interpreting Categorical and Quantitative Data (S-ID)


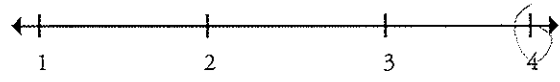
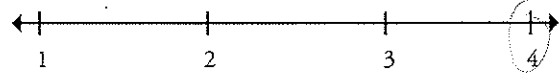
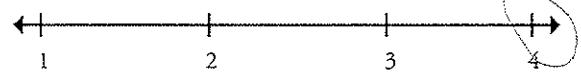
<p><b>Summarize, represent, and interpret data on a single count or measurement variable.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-ID.4</b></p> <p>Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p><b>Summary / Justification / Evidence</b></p> <p>CC33-Area under the curve</p>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Spreadsheets?</p>
<p>p758-762, 785, 787,</p> <p>CC31, 33 - use technology GC.</p> <p>Sec 11.3</p>	<p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

**ALGEBRA II — STATISTICS AND PROBABILITY (S)**

**Making Inferences and Justifying Conclusions (S-IC)**

<b>Understand and evaluate random processes underlying statistical experiments.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<p><b>S-IC.1</b></p> <p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b></p> <p>CC34 - Explore 1 - population proportion</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 770-771</p> <p>CC34-CC35</p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p>Overall Rating </p>

Lagoon

### Making Inferences and Justifying Conclusions (S-IC)


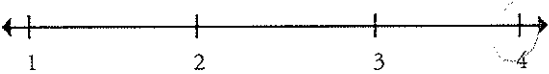
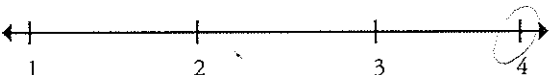
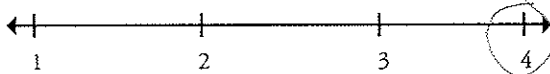
<b>Understand and evaluate random processes underlying statistical experiments.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>S-IC.2</b> Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence          p 714: Ex 1-4 using simulation          CC28-Explore 1, Explore 2 using simulation</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  p 714, 722  CC28-29	Overall Rating

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson

# ALGEBRA II — STATISTICS AND PROBABILITY (S)

## Making Inferences and Justifying Conclusions (S-IC)

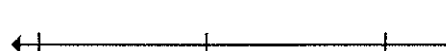
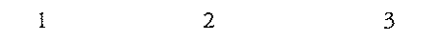

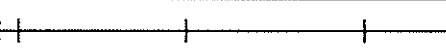
<p><b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-IC.3</b></p> <p>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b>  <i>CC 36-41: example 1 bias</i>  <i>Ex 2 - differences of experiments &amp; observational studies</i></p>
<p><b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b></p> <p><i>p766-767, 769, 773</i></p> <p><i>782</i></p> <p><i>CC 36-41</i></p>	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

=====

Larsen

## ALGEBRA II — STATISTICS AND PROBABILITY (S)

### Making Inferences and Justifying Conclusions (S-IC)

<p><b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>S-IC.4</b></p> <p>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence p 768: ex 4 - margin of error</p>
<p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p 768-771, 780, 782, 787</p> <p>CC 34-35</p>	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

.....

: Larson

### Making Inferences and Justifying Conclusions (S-IC)

**S-IC.5**

Indicate the chapter(s), section(s), and/or page(s) reviewed.

cc 42 - cc 43

### Important Mathematical Ideas

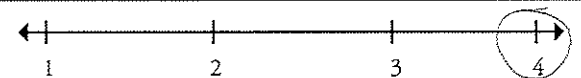


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A horizontal number line with arrows at both ends. It has tick marks labeled 1, 2, 3, and 4. The point 4 is circled.

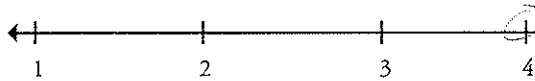

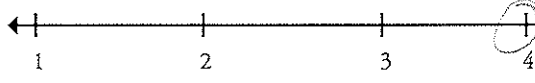
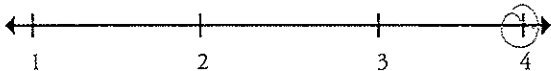
CC42 Exposure #1 control group +  
treated group  
Exposure #2

Overall Rating



Title of Instructional Materials: Lesson

### Making Inferences and Justifying Conclusions (S-IC)

<b>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>S-IC.6</b> Evaluate reports based on data.	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>          P771; #29 - 300 1240 6 report          CC38 : 9x3; " a. report</p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  P771 CC36-CC41	Overall Rating 

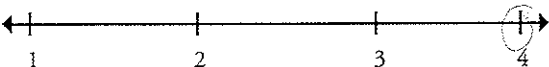
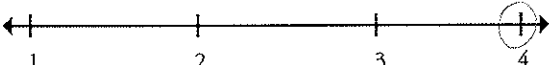
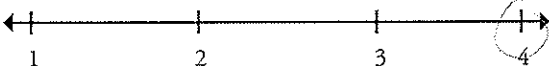
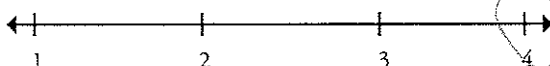


Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Larson


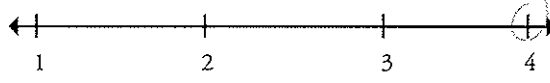
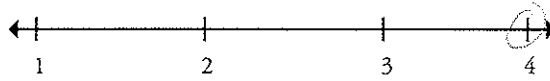
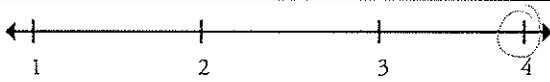
## ALGEBRA II — STATISTICS AND PROBABILITY (S)

### Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>S-MD.6</b></p> <p>(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>Note: Include more complex situations.</p> <p>↓  <i>Ex 2 use probability of defective &amp; working cell phones</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>p 766-767</i>  <i>CC25-CC26</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b>  <i>p 767: Ex 3 random generator</i>  <i>CC25-26, drawing lots</i></p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p> <p><b>Overall Rating</b> </p>

Larson

### Using Probability to Make Decisions (S-MD)

<b>Use probability to evaluate outcomes of decisions</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>S-MD.7</b> (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).  <i>Note: Include more complex situations.</i>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>CC25: Ex 2 - analyze cost based on section            p CC26, #34, #6</i> </p>
<b>Indicate the chapter(s), section(s), and/or page(s) reviewed.</b>  <i>p 723            CC25-26</i>	<b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b>
	<b>Overall Rating</b> 

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Holt, McDougal, Larson Algebra 2

## Documenting Alignment to the Standards for Mathematical Practice

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

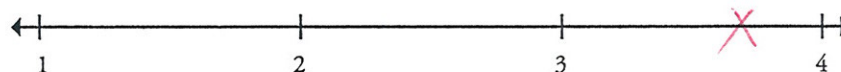
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

"Using Alternative Methods" sections provide students the opportunity to engage in other approaches to solving complex problems

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

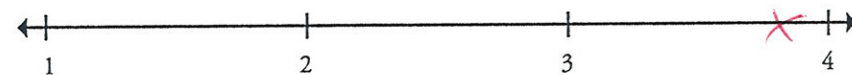
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

In each section there is a dedicated "Problem Solving" set that requires students to reason abstractly and quantitatively.

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

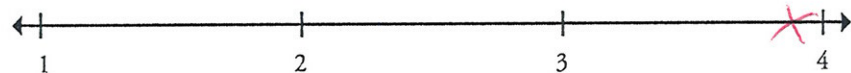
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Each section has "what if" problems along with short and extended response problems that require these skills

Overall Rating





Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

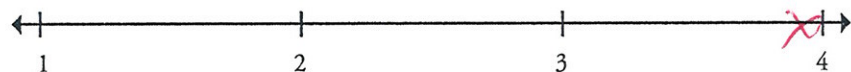
p. 413-537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Throughout the problem sets, students are given "multiple representations" problems that integrate and develop these skills

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

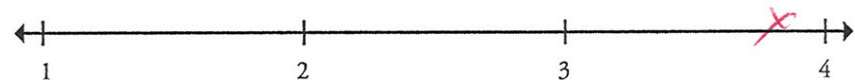
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

A strong technology piece is integrated into example and practice problems. There are also "Graphing Calculator Activities" throughout the text.

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

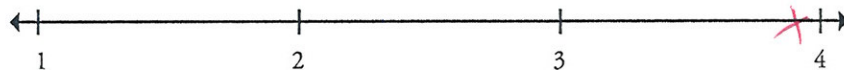
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

This is attended to through the many "writing" and "extended response" problems and students are reminded thru the explicit examples.

Overall Rating





Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

Indicate the chapter(s), section(s), or page(s) reviewed.

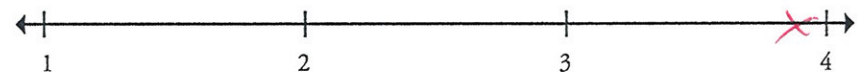
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Thru the "Investigating Algebra Activities" students explore mathematical concepts looking for patterns and draw conclusions before specific lessons are taught.

Overall Rating



Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

## Documenting Alignment to the Standards for Mathematical Practice

### 8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

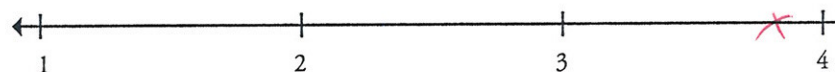
p. 413 - 537

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Throughout the text there are "For your notebook" pieces along with many error analysis problems. Also, there are hints on the side of the pages reminding students to look for regularities.

Overall Rating



Title of Instructional Materials: \_\_\_\_\_

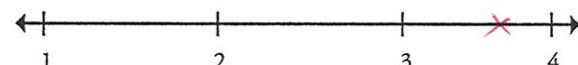
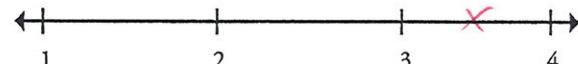
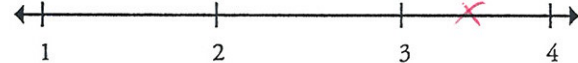
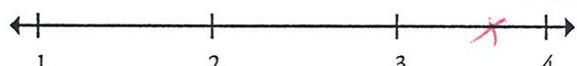
### The Complex Number System (N-CN)

14

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## The Complex Number System (N-CN)

<b>Perform arithmetic operations with complex numbers.</b>	<b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b>
<b>N-CN.2</b> Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Note: $i^2$ as highest power of $i$ .	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p><b>Summary / Justification / Evidence</b>  <i>Developed well thru use of examples/practice/review with real-life examples and investigations</i> </p> <p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>
Indicate the chapter(s), section(s), and/or page(s) reviewed.  <i>p. 275-281, 291, 320-323, 335</i>	<p><b>Overall Rating</b> </p>

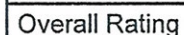


Title of Instructional Materials:

### The Complex Number System (N-CN)



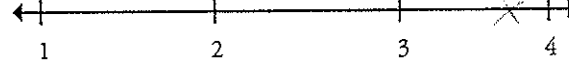
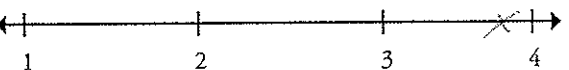
16

Title of Instructional Materials: \_\_\_\_\_




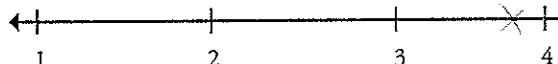
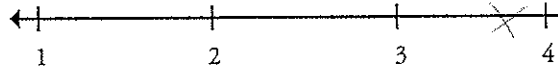
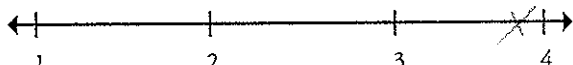
Title of Instructional Materials: \_\_\_\_\_

### Building Functions (F-BF)

<p><b>Build a function that models a relationship between two quantities.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-BF.1b</b></p> <ol style="list-style-type: none"> <li>1. Write a function that describes a relationship between two quantities.*             <ol style="list-style-type: none"> <li>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i></li> </ol> </li> </ol> <p>Note: Include all types of functions studied.</p>  <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Chapter 6 p.413-475</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div> <p><b>Summary / Justification / Evidence</b></p> <p><i>Excellent development, use of investigations and integrating technology</i></p> </div>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>   <p><b>Overall Rating</b> </p>

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### Building Functions (F-BF)

<p><b>Build new functions from existing functions.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>F-BF.3</b></p> <p>Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.</p>     <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>p. 121-122, 448, 479, 487, 503, 650-657, 672</p>	<div>Important Mathematical Ideas </div> <div>Skills and Procedures </div> <div>Mathematical Relationships </div> <div>Summary / Justification / Evidence</div> <div>Developed well thru investigation and use of technology, Repeated thru the different families of functions</div>
	<p><b>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</b></p>    <p><b>Overall Rating</b> </p>



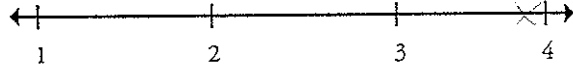
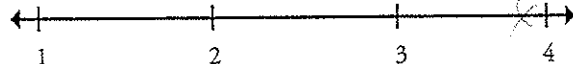


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### Building Functions (F-BF)

The Charles A. Dana Center

Title of Instructional Materials: \_\_\_\_\_

## Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p>F-LE.4</p> <p>For exponential models, express as a logarithm the solution to <math>ab^t = d</math> where <math>a</math>, <math>c</math>, and <math>d</math> are numbers and the base <math>b</math> is 2, 10, or <math>e</math>; evaluate the logarithm using technology.*</p> <p>Note: Logarithms as solutions for exponentials.</p>       <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>Ch. 7</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>Developed well thru examples, error analysis, and real-life problems</i></p>
	<p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>     <p>Overall Rating </p>